

Carver-Edisto Middle

2018 Carver School Road
Cordova, SC 29039

Grades 6–8 Middle School

Enrollment 681 Students

Principal Chris Nettles 803–534–3554

Superintendent Dr. Darrell Johnson 803–534–8081

Board Chair Mr. Aaron Rudd 803–534–8081

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	5	35	5

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Below Average	No
2006	Unsatisfactory	Below Average	No

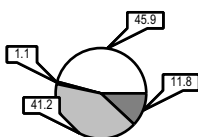
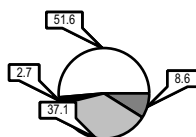
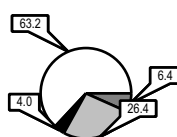
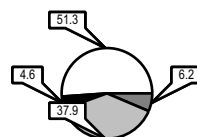
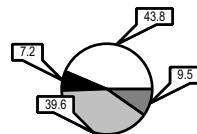
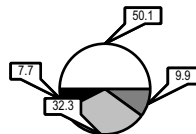
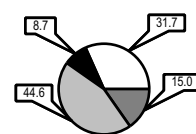
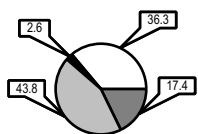
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	93.0	95.9
English 1	N/A	91.5
Biology 1/Applied Biology 2	N/A	55.9
Physical Science	N/A	54.9
All Subjects	89.8	92.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	665	100.0	45.9	41.2	11.8	1.1	18.6	No	Yes
Gender									
Male	318	100.0	55.7	36.9	7.4	0.0	12.4	N/A	N/A
Female	347	100.0	37.0	45.2	15.8	2.1	24.2	N/A	N/A
Racial/Ethnic Group									
White	325	100.0	35.7	44.8	17.9	1.6	26.3	No	Yes
African American	332	100.0	55.6	38.0	5.8	0.6	10.5	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	585	100.0	40.0	45.4	13.3	1.3	21.1	N/A	N/A
Disabled	80	100.0	90.4	9.6	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	665	100.0	45.9	41.2	11.8	1.1	18.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	665	100.0	45.9	41.2	11.8	1.1	18.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	445	100.0	52.4	38.5	8.6	0.5	13.6	No	Yes
Full-pay meals	220	100.0	32.9	46.7	18.1	2.4	28.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	665	99.8	51.5	37.2	8.6	2.7	18.3	No	Yes
Gender									
Male	318	100.0	56.0	33.6	7.7	2.7	16.8	N/A	N/A
Female	347	99.7	47.4	40.4	9.4	2.7	19.8	N/A	N/A
Racial/Ethnic Group									
White	325	99.7	38.8	42.3	14.0	4.9	26.7	No	Yes
African American	332	100.0	63.9	32.6	2.9	0.6	9.9	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	585	99.8	46.2	41.0	9.7	3.1	20.8	N/A	N/A
Disabled	80	100.0	91.8	8.2	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	665	99.8	51.5	37.2	8.6	2.7	18.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	665	99.8	51.5	37.2	8.6	2.7	18.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	445	99.8	60.0	31.9	5.8	2.4	13.7	No	Yes
Full-pay meals	220	100.0	34.8	47.6	14.3	3.3	27.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	665	99.5	63.2	26.5	6.4	4.0	10.4
Gender							
Male	318	99.4	64.3	24.6	5.4	5.7	11.1
Female	347	99.7	62.1	28.2	7.3	2.4	9.7
Racial/Ethnic Group							
White	325	99.7	50.5	32.2	10.1	7.2	17.3
African American	332	99.4	76.0	20.4	2.6	1.0	3.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	585	99.8	60.0	28.3	7.2	4.5	11.7
Disabled	80	97.5	87.5	12.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	665	99.5	63.2	26.5	6.4	4.0	10.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	665	99.5	63.2	26.5	6.4	4.0	10.4
Socio-Economic Status							
Subsidized meals	445	99.3	71.5	21.8	4.1	2.6	6.7
Full-pay meals	220	100.0	46.7	35.7	11.0	6.7	17.6

Social Studies							
All Students	665	99.5	51.1	38.0	6.2	4.6	10.9
Gender							
Male	318	99.4	54.2	35.4	5.4	5.1	10.4
Female	347	99.7	48.3	40.4	7.0	4.3	11.2
Racial/Ethnic Group							
White	325	99.4	39.5	45.4	8.2	6.9	15.0
African American	332	99.7	62.3	31.3	3.8	2.6	6.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	585	99.7	46.8	41.3	6.9	5.1	11.9
Disabled	80	98.8	84.7	12.5	1.4	1.4	2.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	665	99.5	51.1	38.0	6.2	4.6	10.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	665	99.5	51.1	38.0	6.2	4.6	10.9
Socio-Economic Status							
Subsidized meals	445	99.3	60.1	32.7	5.5	1.7	7.2
Full-pay meals	220	100.0	33.3	48.6	7.6	10.5	18.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	232	100.0	53.2	37.7	8.2	0.9	9.1
	7	237	99.2	48.6	44.9	5.6	0.9	6.5
	8	250	99.6	33.2	53.3	12.7	0.9	13.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	49.1	35.4	13.2	2.4	15.6
	7	219	100.0	46.3	42.0	11.7	0.0	11.7
	8	225	100.0	42.2	46.4	10.4	0.9	11.4
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	232	100.0	42.3	39.1	15.9	2.7	18.6
	7	237	98.3	56.3	34.3	7.0	2.3	9.4
	8	250	99.6	54.6	39.3	5.7	0.4	6.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	47.2	40.1	10.8	1.9	12.7
	7	219	100.0	42.9	40.0	11.7	5.4	17.1
	8	225	99.6	64.3	31.4	3.3	1.0	4.3
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	232	100.0	63.2	27.3	6.8	2.7	9.5
	7	237	98.3	59.2	33.3	6.6	0.9	7.5
	8	250	99.2	48.0	35.8	10.5	5.7	16.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	99.5	70.8	18.9	6.1	4.2	10.4
	7	219	99.1	59.8	26.5	8.3	5.4	13.7
	8	225	100.0	58.8	34.1	4.7	2.4	7.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	232	99.6	64.8	30.6	2.7	1.8	4.6
	7	237	97.9	58.0	34.4	7.1	0.5	7.5
	8	250	99.6	44.5	48.5	6.1	0.9	7.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	45.3	41.5	8.0	5.2	13.2
	7	219	99.1	62.3	25.5	5.4	6.9	12.3
	8	225	99.6	46.2	46.7	5.2	1.9	7.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 681)				
Students enrolled in high school credit courses (grades 7 & 8)	17.5%	Down from 21.3%	13.4%	16.7%
Retention rate	2.9%	Up from 0.8%	2.6%	2.5%
Attendance rate	93.5%	Up from 91.5%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 9.9%	0.7%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 10.1%	0.9%	1.0%
Eligible for gifted and talented	10.5%	Up from 8.8%	13.0%	15.6%
On academic plans	65.6%	N/AV	48.7%	39.9%
On academic probation	42.8%	N/AV	0.7%	0.7%
With disabilities other than speech	9.6%	Down from 11.3%	12.7%	12.4%
Older than usual for grade	4.3%	Up from 2.4%	6.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.4%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	55.8%	Down from 65.0%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.8%	N/A	9.4%	9.1%
Teachers with emergency or provisional certificates	7.7%	Up from 0.0%	6.8%	5.6%
Teachers returning from previous year	89.3%	Up from 87.9%	82.8%	84.6%
Teacher attendance rate	89.3%	Down from 93.5%	95.0%	94.8%
Average teacher salary	\$42,956	Down 1.0%	\$41,228	\$42,267
Prof. development days/teacher	14.0 days	Up from 11.2 days	11.6 days	11.9 days
School				
Principal's years at school	0.5	Down from 2.0	3.5	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.8 to 1	20.2 to 1	21.1 to 1
Prime instructional time	80.1%	Down from 82.7%	89.0%	89.0%
Dollars spent per pupil*	\$5,567	Up 8.0%	\$6,074	\$6,243
Percent of expenditures for teacher salaries*	50.7%	Down from 60.6%	61.3%	59.8%
Percent of expenditures for instruction*	63.3%		66.0%	65.2%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	95.7%	Up from 82.1%	97.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	19.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Carver-Edisto Middle School is to provide for all learners a safe, nurturing environment that fosters positive self-esteem, responsibility, mutual respect, and academic excellence through the efforts of the home, the school and the community. The school community works very hard to reach this standard.

We have a very talented and experienced staff that works long hours to provide our students with excellent learning opportunities. This hard work can be seen in the large number of students who finish Carver-Edisto Middle School with one or more high school credits. We also have a large number of students who qualify to take Algebra 1 and English 1 for high school credit.

We are very excited about the coming year. Teachers will develop and use effective Long Range Plans with assistance and support from a team of Teacher Coaches who have been employed for this purpose. In addition to the coaches, the school will incorporate the Anderson 5 Curriculum into our plans, and monitor student progress with the Measures of Academic Progress. Teachers will also begin implementation of the Six Traits Writing program in their classes. The school schedule will be modified so that a true Middle School Teaming Model will be put in place. In addition to all the new initiatives, the school will be painted and new carpet and tile will be installed in much of the building.

We wish to educate the whole child. We have an effective Related Arts program to support growth in band, chorus, art and athletics, but we will add additional offerings such as SuccessMaker to reinforce basic math and reading skills during Related Arts time.

The school will also institute the Positive Behavior Intervention Support program to provide positive rewards for students to increase student achievement, attendance, and proper behavior. The school will increase parental involvement by sponsoring community nights where parents can get report cards, meet teachers, and participate in the PTO, Title-1 Advisory Council, and School Improvement Council.

Chris Nettles, Principal
Robin Creech, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	178	69
Percent satisfied with learning environment	51.3%	53.5%	52.9%
Percent satisfied with social and physical environment	66.7%	55.1%	50.0%
Percent satisfied with school-home relations	28.2%	80.1%	64.2%

*Only students at the highest middle school grade level at this school and their parents were included.